Effect of Applying Reflective Debriefing Strategy for Practical Nursing Administration Course on Nursing Student Academic Achievement

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Abstract

Background: Reflective debriefing strategy is a form of active self-learning where nursing students use self-discovery through reflection on their performance that lead to increase academic achievement. **Aim of the study:** Assess effect of applying reflective debriefing strategy for practical nursing administration course on academic achievement for nursing students. **Study design:** A quasi-experimental design was used. **Setting:** The study was conducted at Nursing Administration department at Faculty of Nursing, Benha University. **Study subjects:** Systematic random sample of the fourth year nursing students (n=50). **Data collection tools:** Three tools were used **I:** Nursing student knowledge questionnaire regarding practical Nursing Administration course, **II:** Nursing students observational checklist regarding practical nursing administration course, **Tool III:** Retrospective audit of achievement. **Results:** The minority (6.0%) of the studied nursing students had good knowledge level regarding practical nursing administration course at pre-applying reflective debriefing strategy and improved to more than three quarters (82.0%) at post applying reflective debriefing strategy, the minority (6.0%) of the studied nursing students were had competent level regarding practical nursing administration course at pre-applying reflective debriefing strategy and improved to the majority (90.0%) at post applying reflective debriefing strategy, the majority (94.0%) of the studied nursing students had excellent level regarding academic achievement after applying reflective debriefing strategy. **Conclusion:** There was a highly statistically significant positive correlation among studied nursing students knowledge, skills regarding practical nursing administration course and academic achievement after applying reflective debriefing strategy. **Recommendations:** Integrating reflective debriefing strategy into the nursing curriculum as a teaching method in combination with traditional clinical teaching methods, integrating nursing students in reflective debriefing strategy discussions to increase academic achievement.

Keywords: Reflective debriefing strategy, Practical nursing administration course, Nursing students, Academic achievement

Introduction:

Competent clinical performance considers as one of the essential attributes of the nursing profession. The main aspect to graduating competent student is to introduce new teaching strategies that focus on decreasing the gap between theory and practice which directly reflect on the nursing student achievement (**El-gebaly et al., 2021 & Oliveira et al., 2024).**

Reflective debriefing strategy is considered one of the main teaching strategies that allow nursing students to be self-directed in their learning. It is considered to be a method of discussion with students about their performance by using oral or written reflection, the student will expect to analyze their action and reflect on

their cognition and psychomotor skills. So, reflective debriefing strategy not just feedback on performance but it is a communication process that draws outperformance explanations and enables students to develop suggestions to enhance current performance **(Markwell et al., 2021 & Duff et al., 2024).**

Reflective debriefing strategy can be described as an activity where clinical incidents can be shared, evaluated and processed between nursing students to foster students' clinical judgment, decision making, and critical thinking. Reflective debriefing strategy is proposed to mitigate or attenuate the adverse effects of challenging clinical practice experiences by creating time for reflection, and may enhance teamwork motivation, interprofessional communication, provide safety and quality of care **(Cambridge et al., 2023).**

Reflective debriefing strategy acts as a bridge between experiences and improved learning, leading to stronger academic performance which leads to increase academic achievement. Reflective debriefing strategy allows students to move beyond simply acquiring information to truly understanding it. Reflecting on lectures helps solidify concepts and make connections between lectures and this translates to better knowledge retention in the long run that leads to increase academic achievement. **(Martin., 2024).**

Academic achievement refers to the extent to which a student or institution has attained their educational goals. It can be measured through various means, indicating how well students has mastered the knowledge and skills expected at a particular level of education **(Daniel et al., 2024).** Academic achievement also give student a sense of accomplishment and self- confidence, develop important life skills, develop a sense of

satisfaction and motivation, help students to have higher self-esteem, have lower levels of depression and anxiety **(Halimi et al., 2021).**

Significance of the study:

Practical training of nursing students considers the basis of nursing practice that increases the call for improving the methods of teaching and the environment in which nursing students learn the clinical skills. Thus, the nursing curriculum should guide toward using innovative methods of teaching that enhance the clinical skills and transforming nursing students into competent nursing practitioners. Reflective debriefing strategy (RDS) is a form of active self-learning where participants use self-discovery through reflection on their performance and experimentation with newly learned ideas to improve future performance, academic achievement **(El-gebaly et al., 2021)**. So, the study aims to assess the effect of applying reflective debriefing strategy for practical nursing administration course on academic achievement for nursing students.

Aim of the study:

The study aimed to assess effect of applying reflective debriefing strategy for practical nursing administration course on academic achievement for nursing students.

Hypothesis:

It is hypothesized that applying reflective debriefing strategy for practical nursing administration course will improve academic achievement for nursing students.

Subjects and method:
Research design:

Quasi-experimental design pre and post test was used to achieve the aim of the present study.

Study setting:

Nursing Administration department at Faculty of Nursing, Benha University.

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Study subjects:

The study subjects consisted of systematic random sample of the fourth year nursing students (n=50) who were enrolled in practical nursing administration course in the second term of academic year 2022-2023.

Tools of data collection:

Three tools were used to collect data as the following:

Tool (I): Nursing student knowledge questionnaire regarding practical nursing administration course

Structured questionnaire was developed by the researchers after reviewing the related literature (**Bragadóttir et al., 2018, Tamir et al., 2021, Gurung., 2022**) to assess nursing students' knowledge regarding practical Nursing Administration course. It was included two parts:

Part (1): Personal characteristics of fourth year nursing students included (Age, sex, marital status, previous education, residence).

Part (2): It included (39) questions related to 8 lectures in the form of MCQ questions: Reflective debriefing strategy (3 questions), recording and reporting (5 questions), nursing care delivery system (3 questions), patient classification system (3 questions), assignment (5 questions), kardex (7 questions), daily shift report (7 questions) and requests (6 questions).

Scoring system:

The responses of the nursing students scored as following; "1" degree for correct answer, and "0" degree for incorrect answer. The total knowledge score was (39) points. The scores were calculated by summing up the grades of items, scores were converted into percent score. Total knowledge score was calculated as follows:

Good knowledge level: > 75 % of total knowledge scores that equal > 29 points.

Average knowledge level: 60 ≤ 75% of total knowledge scores that equal 23≤ 29 points.

Poor knowledge level: > 60 % of total knowledge scores that equal > 23 points (**Coutinho et al., 2016**).

Tool (II): Nursing student observational checklist regarding practical nursing administration course

It was developed by the researchers after reviewing the related literature (**Ehrenberg etal., 2001, Paans et al., 2010, Andualem et al., 2019**) to assess nursing students' skills in practical Nursing Administration course. It included (72) items related to (6) lectures. assignment (11 items), kardex (23 items), daily shift report (13 items), drug request (9 items), dietary request (8 items) and maintenance sheet (8 items).

Scoring system:

Each item was assigned a score of (2 degree) for "completely done", (1 degree) for " incompletely done" and (0 degree) for "not done". The scores were calculated by summing up the grades of items, the scores were converted into percent score. The range scores were expressed as follows:

Competent = > 75 % that equal > 108 points.

Incompetent = <75% that equal <108 points (**Guerrero et al., 2022**).

Tool (III): Retrospective Audit

It was designed by the researchers based on review nursing student's final total grades that indicate their academic achievement in practical nursing Administration course.

Scoring system:

The academic achievement of the students was divided as follows: (Excellent, very good, good, pass and fail). Excellent: 85% - 100 % that equal 122- 144 degree, Very good: ≤ 85% that equal ≤122 degree, Good: ≤ 75% that equal ≤ 108 degree, Pass: ≤ 65% that equal ≤ 93 degree, Fail: ≤ 60% that equal ≤ 86 degree (**Neliwati et al., 2023**).

Administrative design:

An official approval was obtained from the dean and vice dean of students and education affairs, head of nursing administration department of Faculty of Nursing, Benha University through official letter explaining the aim of the study to request permission to conduct the study.

Tools validity:

The tools of data collection were tested for validity through distribution of the tools to a jury of experts from the field of Nursing Administration and Nursing Education consisting of five Professors. (one professor of Nursing Administration from Tanta University, one professor of Nursing Administration from Menoufia University, one professor of Nursing Administration from Ain shams University, one Professor of Nursing Education from Cairo University and one professor of Curriculum and Teaching Technology faculty of Education Benha University).

Reliability of the tools:

Tools of data collection were tested for internal consistency using Cronbach's Alpha coefficient. Nursing student knowledge questionnaire regarding practical nursing administration course was (0.918) , Nursing student observational checklist regarding practical nursing administration course was (0.879), Retrospective Audit was (0.738).

Ethical consideration:

Prior to the conduction of the study, ethical approval was obtained from the scientific research ethics committee at Faculty of Nursing, Benha University. The researchers explained the nature and aim of the study to fourth year nursing students and informed that participation in the study is voluntary. Oral consent was obtained from each student in the study. Nursing students were informed that the obtained data were be used for the study purpose only. Nursing student's right to withdraw from the study at any time with no consequences was ascertained.

Pilot study:

Pilot study took first week of February (2023) to assess tools clarity, applicability and to estimate the time needed for collection of each tool. It was done on (5) fourth year nursing students representing 10%. In the light of the pilot study analysis, no modification was done so, study subjects were included in the study.

Field work:

Assessment phase:

Assessment phase took second week of February 2023 to assess fourth year nursing student's knowledge, skills regarding practical nursing administration course. At the beginning, the researchers welcomed the fourth year nursing student's, gave a brief description of the study and aim of study for fourth year nursing students.

- The researchers collected tools (knowledge regarding practical nursing administration course) electronically by link done via google forms (https://docs.google.com/forms/d/e/1FAIpQL SeSAEd_YZVPsFyVEgNYpznUF5LIXezH8 sCinPpPp2nzThKKHA/viewform?usp=sf_lin k). The time required for filling student knowledge regarding practical nursing administration course questionnaire was around (20-25) minutes.

- Data was collected daily through electronic link and the average number of responses per day ranged between (8-10) responses from nursing students.

- The observational checklist was used to evaluate nursing students' skills regarding practical nursing administration course by the researchers 2 times in class through designing situations about (Assignment, kardex, Daily shift report and

checklist was used to evaluate nursing students' skills in practical nursing administration course by the researchers 2 times (one in class and one at hospital) and the time required for evaluating each student was around (15-20) minutes and the average time for evaluating nursing students in each lecture (assignment, kardex, daily shift report,requests) took around (5-10) minutes.

- According to evaluation plan the group divided to four sub-groups. Each sub-group evaluated on different lecture such as some evaluated on Assignment system lecture, some evaluated on kardex lecture, some evaluated on daily shift report lecture and the other evaluated on requests lecture.

Statistical analysis:

Data were verified prior to computerized entry. The Statistical Package for Social Sciences (SPSS version 25) was used for that purpose, followed by data analysis and tabulation. Descriptive statistics were applied (e.g., mean, standard deviation, frequency and percentages, Chi- square ($\chi2$) It utilized to compare percentage between studied variables. Paired t test was used to compare mean scores between pre and post applying reflective debriefing strategy. Pearson correlation (r) test was used for association between variables. A significant level value was considered when $p \leq 0.05$ and a highly significant level value was considered when $p \leq 0.001$. None significant level value was considered when $p > 0.05$

Results:

Table (1): The table shows that, SD age of the nursing student was (21.76 ± 0.431 years). Also, (72.0%) of the nursing student were female. Moreover, (90.0%) of the nursing student were unmarried. Regarding previous education, (76.0%) of the nursing student graduate from general secondary school. Regarding to residence, (54.0%) of the nursing student from rural areas.

Figure (1): Shows that, the minority (6.0%) of the studied nursing student had good knowledge level regarding practical nursing administration course at pre-applying reflective debriefing strategy and improved to more than three quarters (82.0%) at post applying reflective debriefing strategy.

Figure (2): Shows that, the minority (6.0%) of the studied nursing student were had competent level regarding practical nursing administration course at pre-applying reflective debriefing strategy and improved to the majority (90.0%) at post applying reflective debriefing strategy.

Figure (3): The figure shows that, the majority (94.0%) of the nursing students had excellent level regarding academic achievement after applying reflective debriefing strategy.

Table (2): Displays that, there was a highly statistically significant positive correlation among studied nursing students knowledge, skills regarding practical nursing administration course and academic achievement after applying reflective debriefing strategy ($p \leq 0.001$).

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Table (1): Distribution of nursing students regarding their personal characteristics (n=50)

Personal characteristics	Nursing students (n=50)	
	No.	**%**
Age		
21 years	12	24.0
22 years	**38**	**76.0**
X ± SD	**21.76 ± 0.431**	
Sex		
Male	14	28.0
Female	**36**	**72.0**
Marital status		
Married	5	10.0
Unmarried	**45**	**90.0**
Previous education		
General secondary school	**38**	**76.0**
Associated nursing degree	12	24.0
Residence		
Rural	**27**	**54.0**
Urban	23	46.0
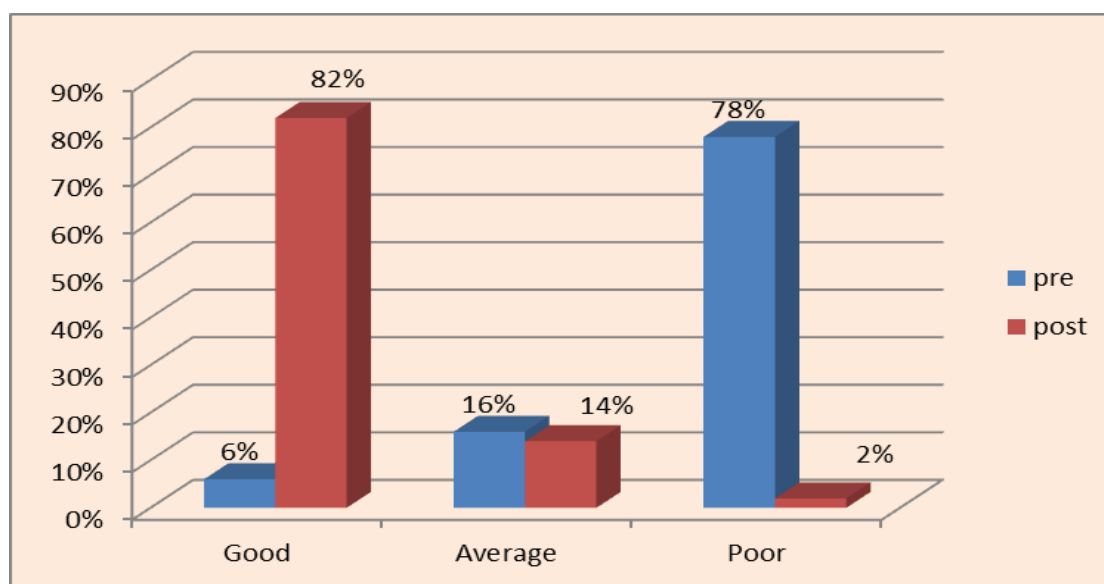
Figure (1): Percentage distribution of the studied nursing students knowledge regarding practical nursing administration course at pre and post applying reflective debriefing strategy

Figure (2): Percentage distribution of the studied nursing students' skills regarding practical nursing administration course at pre and post applying reflective debriefing strategy
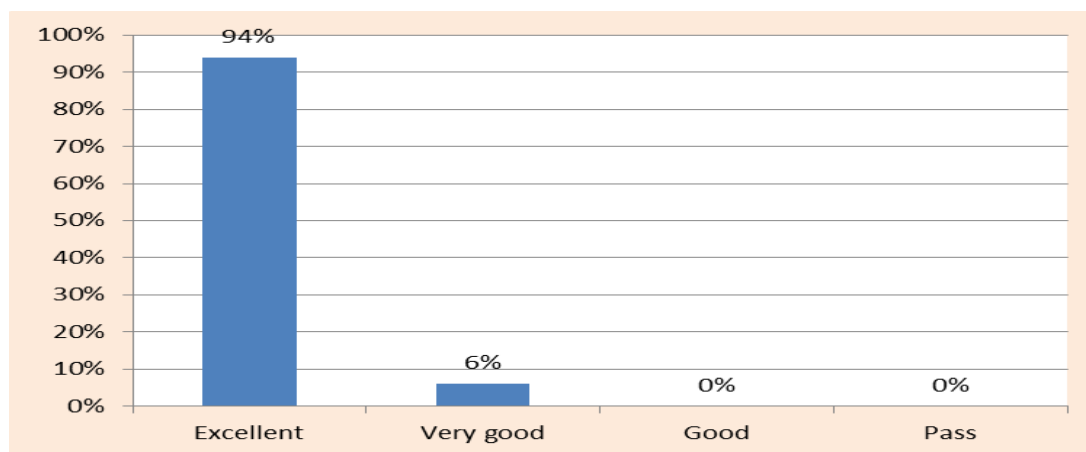
Figure (3): Percentage distribution of the studied nursing students regarding academic achievement at post applying reflective debriefing strategy

Table (2): Correlation among studied nursing students knowledge, skills regarding practical nursing administration course and academic achievement at post applying reflective debriefing strategy for the nursing students

Variables	Academic achievement	
	R	**P-value**
Knowledge regarding practical nursing administration course	0.537	0.000**
Skills regarding practical nursing administration course	0.729	0.000**

r= Correlation coefficients test   ****Highly significant Correlation at p ‹ 0.001.**

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Discussion:

Reflective debriefing strategy is a structured way to analyze an experience, focusing on learning and improvement and an effective pedagogical approach to optimize learning outcomes. It can be implemented as a norm in clinical training at higher education institutions to increase retention of nursing students' knowledge which leads to improve students' performance and increase academic motivation and achievement **(Decker et al., 2024).**

Regarding personal characteristics of the nursing students more than two thirds of the study age 22 years and were female. The majority of the study were unmarried. More than three quarters were high secondary school. More than half of the study from rural areas.

The study result revealed that minority of nursing students had good knowledge level regarding practical nursing administ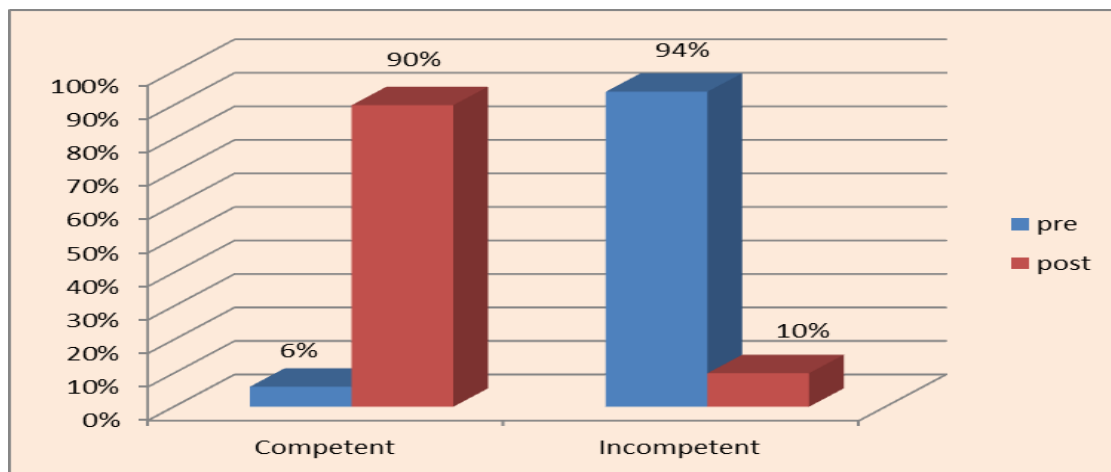ration course at pre applying reflective debriefing strategy and improved to the majority had good knowledge level at post applying reflective debriefing strategy.

From the researchers point of view this improvement in knowledge level for nursing students might be due to the application of reflective debriefing strategy that lead to enhancing learning and knowledge level through an experimental exercise. Also, reflective debriefing strategy is a practice whereby students and researchers positively assess the clinical situation and stimulate reflective learning, which provides an opportunity to engage one's thinking to experiences and to learn from these experiences and improve clinical outcomes by learning through discussion and reflection of events and then transferring that learning into clinical practice.

The finding of the study was supported by **Loomis, (2018)** who reported that that the use of reflective debriefing strategy positively affected knowledge acquisition, retention and application among baccalaureate nursing students. Also, the result of the present study was in the same line with **Ostovar et al., (2018)** who reported that reflective debriefing strategy is essential for students to gain maximum knowledge.

Also, the finding was supported by **Coomes., (2019)** who reported that reflective debriefing strategy facilitating students' integration of theoretical and practical knowledge and maximize student learning. Also, the result was congruent with **Bauchat et al., (2020)** who stated that reflective debriefing strategy lead to increase students' knowledge, skills and lead to maximize the effectiveness of learning and improve future performance.

The study result revealed that minority of nursing students were had competent level regarding practical nursing administration course at pre-applying reflective debriefing strategy and improved to more than three quarters were had competent level at post applying reflective debriefing strategy.

From the researchers point of view using reflective debriefing strategy provides immediate feedback about the performance and provide opportunity to discuss own performance with the researchers and other students in order to improve current performance. Also, help to provide feedback about performance. Without identifying mistakes and having the chance to correct those and if students don't have ability to deal with mistakes may transfer poor performance and knowledge to the clinical setting.

The result was matched with **Colvin, (2019)** who reported that reflective debriefing strategy was important to improve technical

skills and facilitate self-reflection as well as gain a more in-depth understanding and retain knowledge and skills for application. Also, the present result was congruent with **Atienza, (2022)** who reported that reflective debriefing strategy is important strategy to engage students in learning. Also, the finding was supported by **Arabi et al., (2023)** who stated that there was significant improvement in skills levels after application of reflective debriefing strategy.

The study result was matched with **Coomes, (2019)** who reported that reflective debriefing strategy help nursing students to gain skills to advance nursing practice and development of a common set of experiences. Also, the result was supported by **Pingue-Raguini et al., (2020)** who stated that there was significant improvement in skills levels after application of reflective debriefing strategy.

Regarding to academic achievement levels after applying reflective debriefing strategy for nursing students. The majority of nursing students were excellent in total academic achievement score after applying reflective debriefing strategy.

From the researchers point of view the reflective debriefing strategy help to improve performance, identifying mistakes and give the chance to correct them. Also, the strategy enhance students' skills through reflection on action to increase understanding of actions and experience as well as improve students' retention knowledge which leads to increase academic achievement .

This result was matched with **Budi Prasetyo et al., (2020)** and found that there were highly improvement in academic achievement score at post intervention. Also, this current result was congruent with **Son, (2010)** who reported that the majority of study group had score at post intervention.The study was congruent with **Lee et al., (2020)** who found that application of debriefing strategy lead to improve in academic achievement.

Regarding correlation among knowledge, skills regarding practical nursing administration course and academic achievement for nursing students at post applying reflective debriefing strategy.

The study revealed that there was a highly statistically significant positive correlation among studied nursing students knowledge, skills and academic achievement for nursing students at pre and post applying reflective debriefing strategy. From the researchers point of view this might be due to application of reflective debriefing strategy as teaching strategy help to acquire of knowledge, make a deeper understanding of skills, which leads to increase student academic achievement.

This result was in the same line with **Niu et al., (2021)** who stated that there was a high statistically significant positive correlation among studied nursing students knowledge, skills, and academic achievement at post applying reflective debriefing strategy for nursing students.

Conclusion:

There was a highly statistically significant positive correlation among studied nursing students knowledge, skills regarding practical nursing administration course and academic achievement post applying reflective debriefing strategy.

Recommendations:
For nursing educators:
- Developing workshops for nursing educators about reflective debriefing strategy.
- Integrating reflective debriefing strategy into the nursing curriculum as a teaching method in combination with traditional clinical teaching methods.
- Using reflective debriefing strategy as s method of feedback for enhancing quality of education.

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For nursing students:

- Developing workshops for nursing students about reflective debriefing strategy.
- Integrating nursing students in reflective debriefing strategy discussions to increase academic achievement.
- Encourage nursing students to seek guidance from researchers as a facilitator if find reflective debriefing strategy challenging.
- Encourage nursing students to pay close attention to researchers and other students during the discussion.
- Encourage nursing students don't be afraid to share thoughts with researchers and other students even if they involve mistakes or uncertainties.

For further research:

- Replicate study with more students is highly recommended to achieve generalizable results and generate more evidence on the effects of reflective debriefing strategy.
- Conduct a study to determine the effect of reflective debriefing strategy on students' satisfaction and self-confidence.
- Study the effect of reflective debriefing strategy on nursing students' clinical competency.

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تاثير تطبيق إستراتيجية إستخلاص المعلومات الإنعكاسية لمنهج إدارة التمريض العملى على التحصيل الأكاديمي لطلاب التمريض

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إستراتيجية إستخلاص المعلومات الإنعكاسية هي شكل من أشكال التعلم الذاتي النشط، حيث يستخدم طلاب التمريض الاكتشاف الذاتي من خلال التأمل في أدائهم، مما يؤدي إلى زيادة التحصيل الأكاديمي. لذا هدفت الدراسة إلى تقييم تأثير تطبيق استراتيجية إستخلاص المعلومات الإنعكاسية على التحصيل الأكاديمي لطلاب التمريض في مقرر إدارة التمريض العملي و تم استخدام تصميم شبه تجريبي لهذه الدراسة وقد أُجريت هذه الدراسة في قسم إدارة التمريض بكلية التمريض- جامعة بنهاعلى عينة عشوائية منتظمة من طلاب الفرقة الرابعة في كلية التمريض (عددهم = ٥٠) طالب و تم استخدام ثلاث أدوات لهذه الدراسة:الأداة الأولى: استبيان معرفة طلاب التمريض حول مقرر إدارة التمريض العملي,الأداة الثانية: إستمارة إستبيان ملاحظة أداء طلاب التمريض حول مقرر إدارة التمريض العملي,الأداة الثالثة: مراجعة تحليلية للتحصيل الأكاديمي. وأظهرت نتائج الدراسة أن نسبة قليلة (٦,٠٪) من طلاب التمريض لديهم مستوى جيد من المعرفة بشأن مقرر إدارة التمريض العملي قبل تطبيق استراتيجية إستخلاص المعلومات الإنعكاسية ، وتحسنت هذه النسبة إلى أكثر من ثلاثة أرباع (٨٢,٠٪) بعد تطبيق الاستراتيجية, أن نسبة قليلة (٦,٠٪) من طلاب التمريض لديهم مستوى كفاءة فيما يتعلق بمقرر إدارة التمريض العملي قبل تطبيق الاستراتيجية، وتحسنت هذه النسبة إلى الأغلبية (٩٠,٠٪) بعد التطبيق, أن الأغلبية (٩٤,٠٪) من طلاب التمريض لديهم مستوى ممتاز من التحصيل الأكاديمي بعد تطبيق استراتيجية إستخلاص المعلومات الإنعكاسية.كما أن هناك علاقة إيجابية ذات دلالة إحصائية عالية بين معرفة طلاب التمريض ومهاراتهم المتعلقة بمقرر إدارة التمريض العملي والتحصيل الأكاديمي بعد تطبيق استراتيجية إستخلاص المعلومات الإنعكاسية وأوصت الدراسة بدمج استراتيجية إستخلاص المعلومات الإنعكاسية في منهج إدارة التمريض كوسيلة تعليمية بجانب أساليب التعليم التقليدية السريرية، وإشراك طلاب التمريض في مناقشات استراتيجية إستخلاص المعلومات الإنعكاسية لزيادة التحصيل الأكاديمي.